TWO SECTIONS SECTION ONE

CHILD STUDY

THE CHILD AND THE CAMP

A Symposium by

HENRY BUSCH
FAY WELCH
RUTH DOING
MARION GANS
ELEANOR DEMING
JOSHUA LIEBERMAN

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THE CHILD AND THE CAMP

A Symposium by

Henry Busch Fay Welch Joshua Lieberman
Ruth Doing Marion Gans Eleanor Deming

Newer Educational Ideas in Camp Activities

By Henry Busch

THE organized camp has been considered, first of all, as a means of recreation—a refuge from the heat for city children and a chance to play actively out-of-doors rather than in dangerous city streets. But it has come to be recognized that the world of the field, forest and stream presents unlimited educational opportunities, while the social demands resulting from the intimacy of group life help in the development of those qualities which make life in our modern society livable.

The question naturally arises, how can these unique educational opportunities be best utilized? It is only natural that many camp directors, influenced by the older notions of education, should have carried some of these methods of work over into the camp situation. The result in many camps has been an organization of program in somewhat the same way as the school organizes its curriculum. The day is divided into periods and a good part of the time given to formal instruction in nature study, handicraft, sports, manual arts, woodcraft, dramatics, and music.

Most of the camp activities are naturally so appealing to children that they plunge into them with an interest and zest which astonishes the orthodox educator. Yet in many instances children, tired out by city life with its social demands, want to swim and tramp and play when they get to camp. Their enthusiasm for the more formal instruction has to be artificially stimulated. Where the older educational methods prevail, a system of awards is developed which centers attention on externals rather than on the wealth of things in the world which challenge inquiry and mastery. A point system, leading to a camp emblem, banner or prize cup, is used. Children who show no desire to participate, even in view of the promised awards, are subjected to the subtle coercion implicit in appeals to "camp spirit."

The result is what anyone trained in psychology might expect. The children who have no genuine interest in the work react to the scheme of coercion and awards according to the old behavior patterns established through years of contact with the school system. If they value sufficiently the social approval connected with winning the camp award they plunge into the business of learning facts about trees, flowers, birds; how to build a fire with one match; and all the other requirements of the camp program, with a feverish determination to get the business over with as quickly as possible.

The camp director and the parents may be pleased with the fact that the child has gone through the educational mill and has supposedly learned so many things which one rarely learns in city life. But the critical educator is interested in knowing whether the resultant attitude of the youngster is boredom or enthusiasm for further knowledge. If at the close of a summer's experience the child exhibits no open-eyed wonder at the bigness of the universe, no thrill of anticipation at learning more about natural objects, and no evidence of socializing attitudes, the camp has, in the eyes of such a critic, failed as an educational venture. The number of activities in which the child participated, the tests which he has passed,

or the number and value of awards he has received will not alter this judgment.

In all fairness, it must be said that the award system and the plan of conducting special activities at definite times does succeed in a large measure in introducing children to interests which prove to be sources of lasting enjoyment and enrichment of life. The desire to gain social approval may impel the child to participate in activities which he would normally ignore. When the counsellor is alert to stimulate such an interest in the work that the desire for completing tests is more or less lost in the wonder at the new fields of knowledge opened up, then one must wholeheartedly approve of the method.

But before our camps can be said to have exhausted the possibilities which they present for educational development and character training, many changes must take place. Courageous camp directors with the zeal of the pioneer must begin to experiment with the type of activity which is based entirely on the interest of the child rather than on the convenience of the organization. When it comes to be more widely recognized that there is no interest in life which cannot be so broadened as to lead into hitherto unexplored fields, camp directors will be on the alert to discover the special interests of individual children and to lead these interests into wider channels.

When a child learns to make a fire and to cook an adequate meal over it, to row a boat or to identify trees and flowers, not because of requirements but because he sees the necessity of gaining such skill if he is to enjoy the outdoor life, he has started on the path of self development.

People make sacrifices and discipline themselves for the things that they value in life. The prime object of the educator, whether he work in school or camp, should be to arouse such interest on the part of the child that he will discipline himself in order to gain a desired end. Such discipline does not involve the joyless regime which characterizes externally imposed discipline but is marked by the sense of satisfaction that attends the accomplishment of an end which one has set for oneself.

The atmosphere of the camp should be so democratic that possessions or prior social status mean nothing, and that personality and individual worth mean everything. The camp should develop in the child the ability to hold in check his own personal desires wherever such conflict with the interest of the other campers. It should bring forth the willingness to do one's fair share of the work without the feeling that one has made un unwonted sacrifice. It should give the child a sense of pleasure in living and working with others, without which he cannot be properly adjusted to the social organization. Through the opportunities for the development of physical self-mastery in athletics and aquatic sports and on trips, camping can produce a poise and self-confidence which is the basis of a well-integrated personality. And perhaps the most valuable thing which the boy or girl can experience in camp is the rest and tranquillity which comes from an appreciation of the beauties of nature.

We are beginning to understand that education is a process, not limited to the school, but going on in every activity of life. Any situation arousing an interest which in turn results in new knowledge, new appreciation or new insight is educative. Any difficulty in which the child is forced to cast about for a new solution or a new way of acting contributes to his development. The summer camp, with its wealth of natural materials for education, is a type of life which tends to enlist the whole-hearted interest and enthusiasm of children. At its best it is one of America's most important contributions to education.

Rhythm in Camp Life
By Ruth Doing

ANYONE who has observed the movements of a child of four will realize the beautiful coordination of the whole body before its freedom has been limited by growth periods and environmental restraints. For ten years at a camp, where all activities have centered upon the fundamental principle of rhythm, the work has been aimed toward preserving and bringing the child back to this original spontaneity.

Starting with the big muscle masses, the child is first given every opportunity to feel himself as a whole. Flexibility of the spinal column is accomplished through stretching and floor work. He is taught in standing to adjust the three great weights of balance,—the head, the thorax, and the pelvis over a median line. These coordinations form a basis from which the child may easily enter into any form of physical activity.

This training would be tedious to the child if it were not accomplished through the impulsion of appropriate music selected for its dynamic,

rhythmic, mental and emotional content. Too much cannot be said about the proper selection of music for progression through the different age periods or of the need for purity of tone and high-grade technique.

Through the use of simple materials every opportunity is given the child to construct his own rhythmic patterns. He thus enters into the freedom of individual rhythm with many interesting differences due to type and temperament. As a result of such rhythm practice, the effort involved in skilled movement is lessened. Endurance is greatly enhanced by rhythmic breathing, and sustained effort is aided by the periodicity of effort and relaxation. Swimming and diving are taught in the camp very quickly through these fundamental bodily movements. The children are able to ride on an aquaplane for the first time without loss of balance, or fear, adapting themselves perfectly to the curve of the plane and the rise and fall of the waves.

Climbing and hiking become a pleasurable experience when walking is felt to be a change of balance and not a series of plodding steps, and when the torso assists the limbs, instead of being a weight to be dragged along.

Not the least important function of this training is the enriched consciousness which the child brings to its contact with nature. Through his aroused rhythmic sensibilities he is enabled to bring himself into accord with the manifold life and movement about him.

Cooperative Work and Play

By Fay Welch

NUMEROUS benefits accrue from a summer in an intelligently directed camp, and not the least among these are the disposition to cooperate and the habit of so doing. There are many camp activities which especially lend themselves to attaining these ends. These activities are valuable socializing experiences gained under most favorable conditions.

When our campers decided that it was desirable to build an Adirondack lean-to a group of them spent an afternoon choosing a suitable site. Then every camper, boy and girl, not only helped with the building but considered his or her own task an important part of the whole operation. The older children selected, cut, fitted and placed the poles in position. The younger ones gathered sphagnum moss and working in pairs painstakingly chinked the crevices between the logs. The thrill of discovery enlivened the process as they learned that this was the same moss that formed peat bogs, that replaced absorbent cotton during the war and that, if planted around their cache, maintained a low temperature even on hot days.

When boughs were needed to make beds in the tipi everyone went out to gather them. Good woodsmanship demanded finding out which species of conifers supplied the most desirable boughs as well as discovering how to cut the boughs in accordance with good forestry principles. Many heavy loads were brought in because a good bed required several score boughs; but what a reward! Each camper in turn slept for several nights upon a wonderfully fragrant, springy bed from which he or she could watch the glowing embers of the lodge fire or look out through the doorway of the tipi at a magnificent stretch of lake, mountains and star-lit sky.

While the children were making their Indian costumes it developed that some were more skillful tinsmiths, seamstresses or blockprinters than others and soon there was a very interesting interchange of labor—a life experiment which would have resulted probably in prompt punishment if attempted in school.

The most popular camp sport was the old Indian game of Lacrosse. All necessary equipment was made by the campers. The first sticks were very crude, but sticks modeled after those once used by the Iroquois, Sauk and Seminole Indians later appeared. In making these sticks a knowledge of the properties of different woods and how to treat them was gained by comparing experiences and evolving a common woods lore. This ancient American game developed an excellent spirit of teamplay and good sportsmanship.

In no other situation was the individual camper so likely to realize his or her importance and responsibility as a member of the group, or to gain a taste for the joy that comes from service, as on a camping trip. Then came a clearer realization than at the main camp of the necessary processes of give and take involved in social living. Each responsible individual cheerfully rendered his or her essential service, and in so doing increased his confidence in himself and his fellows. The advantages of cooperation and group organization were soon observed and adopted. Thus did camp serve as a valuable medium through which the child was trained for life.

Giving the Older Girl New Experiences
By Eleanor Deming

NOT long ago many thoughtful mothers still looked askance at the neighbor who sent her daughter to a summer camp. The girls who did go were apt to be fourteen or fifteen when they started. It was still so novel an experience that the mere getting away from home in a group of her peers and living a comparatively free life in the open satisfied the conscious needs of the adolescent, and retained her interest through her eighteenth summer.

Now the camp idea is so thoroughly accepted that the girl of fifteen has already experienced several seasons of camp life. For this reason, summer plans for the older adolescent should consist of a progression of activities so arranged that the child's widening interests are given full play and her desire for independence and increased responsibility finds adequate outlet.

One camp has met the needs by separating the older girls, a group at a time, from their fellow campers and the familiar routine, and setting them the problem of managing their own program. Experienced counsellors are on hand to be consulted so that the food as planned soon shows the influence of the trained dietition, as do the orderliness and efficiency with which the shifting jobs, such as cooks, dishwashers, grounds, hostess, etc. are performed.

The closer contacts in the smaller group and the quiet evenings round the fire lead to intimate discussions. Valuable habits are formed, which show both on the longer and more difficult camping trips granted these girls and in their life in the main camp when they return. They bring to the larger group a more intelligent approach to the questions of cooperative government and an ability to offer really constructive suggestions. When these work out to the good of all one of the deepest needs of the older adolescent has been met in such a way that both she and the camp are benefited.

The Youngest Child Goes to Camp
By Marion S. Gans

WHAT summer environment is best adapted to the needs of children from four to nine years? Ordinary camp life, while an invaluable experience for the youth and adolescent, is too rugged for the younger child. At this age, the greatest benefits arise from those activities found naturally in the home and on the farm—a condition particularly true in the case of children from wealthy families in the city or suburban towns who never participate actively in the domestic life at home.

At one farm established to meet this problem, each child is encouraged to assume responsibility in the home and the communal life. Even three and four year olds help make their own beds, set and wait on table and care for their personal belongings.

In addition to rhythmics, swimming, crafts, dramatics and hiking, the children have an important share in the activities of the farm.

Most of the Nature Study is related to and based on the plant and animal life of the farm. The children participate in the haying, in feeding the chickens and assume full responsibility for the care of the pony. Each one is given a small plot of ground to cultivate and they are proud indeed when they can pick vegetables from their own gardens for the camp dinner, or prepare them over an open camp fire. This cycle from the seed which they have planted to the developed product which they have cooked and eaten is a most important and a most dramatic Nature Study project.

Each year the children organize other interesting group activities. Last summer they built an outdoor kiln and baked their own pottery. Another year they constructed a delightful Japanese garden. Rocks were brought from the valleys several hundred feet distant to build an island and then covered with earth and green sods. A moat around the island was cemented and filled with water piped from a spring on the hillside. Small grey birch trees were brought from the woods to make a bridge to connect the mainland with the island and finally the children built a charming rustic house.

Boys and Girls Together
By Joshua Lieberman

WITH boys and girls from eight to seventeen in a camp where creative opportunities and flexibility of schedule prevail, the experience of working and playing together is an aid to wholesome development. The boys are a stimulant to the girls to enter into athletic activity, and the presence of the girls encourages higher standards of speech and behavior. Moreover, the boys and girls learn to appreciate each other's capacities

(*Continued on page* 12)

Child Study Activities

Special Child Study Section at Social Work Conference

AT the National Conference of Social Work in Cleveland May 26 to June 2, the Child Study Association will conduct a special section. This will be held on Friday, May 28th, at Hotel Winton in Cleveland, and will center around the topic, "Present-day Parenthood."

The program of the child study section will open with a Luncheon Conference at Hotel Winton on "The Summer Play Schools: An Educational Demonstration." Mrs. Fred M. Stein will be chairman and will speak briefly concerning the history of the summer play schools. Mrs. Lucy Retting will tell of the activities and program of the summer play schools, explaining how they contribute to the social training and habit formation of the child, while Mrs. Violet A. Jersawit will speak of the work with the parents of the children who come to the play schools. Following these three talks a motion picture of the summer play schools will be shown.

The speakers for the afternoon will be Dr. Bird T. Baldwin, of the University of Iowa, on "The Universities and Parental Education"; Dr. Ernest R. Groves, of Boston University, on "The Home under the Microscope"; Dr. Beatrice Hinkle, Psychoanalyst, on "New Relations of Men and Women as Family Members" and Mrs. Sidonie M. Gruenberg on "Content and Technique of Parental Education."

Chicago Conference Achieves Great Success

THAT there is a nation-wide interest in parental education was emphatically shown by the crowds which came to the Mid-West Conference on Parent Education held in Chicago on March 4, 5 and 6. All of the meetings were crowded to capacity; many of them had to be held in two rooms, each speaker repeating his address. At the round table conference on Sex Education, for instance, the limit of 800 tickets was soon reached and many had to be turned away.

Among the speakers were Dr. Ernest R. Groves, Dr. Patty Smith Hill, Dr. John E. Anderson, Dr. Ira S. Wile, Margaret Gray Blanton, Dr. William Burnham, Dr. Frankwood E. Williams, Dr. Henry Neumann.

The Conference was under the auspices of the Chicago Association for Child Study and Parent Association, which has been formed from several child study groups working in Chicago. The Chicago Association is affiliated with the Child Study Association of America, Inc.

Plans are now being made for further organization and development of the work in Chicago and for the publication of the addresses given at the Conference.

Child Study Program at Wanamaker's

"NEWER Ways with Children" will be the subject of the program which the Child Study Association of America is directing at Wanamaker's, New York City, on April 14th. It will be held in the auditorium at 2:30 P. M. and will be open to all who are interested.

Dr. Helen T. Woolley will speak on "The Nursery School," and will show motion pictures of the Merrill-Palmer School. Mrs. Sidonie M. Gruenberg will speak on "The Parent of Today," while Mrs. Lucy Retting will give the first public presentation of the summer play school film and will speak on "Summer Activities for City Children."

News of Publications

THE first edition of "Concerning Parents," the report of the Conference on Parenthood, was sold out almost before the book was off the press.

"Readings in Child Study" is now in the hands of the Macmillan Company, its publishers, and should be out sometime during the summer. A new edition of "Outlines of Child Study," revised and brought up to date, will be issued shortly.

A consideration of what music may mean in the life of the child as he grows from babyhood to adolescence will be given in a publication shortly to be issued by the Music Committee of the Child Study Association. Besides several pages of reading matter explaining underlying principles, there will be an exhaustive list of song books, instrumental music, victrola records, and pianola records, all graded according to the age at which they are most appealing.

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Creative Opportunities in Summer

THE modern camping movement and similar summer activities for children are rapidly converting the vacation period from a time of idleness or random play into an opportunity for creative projects. Where such outlets exist there is little danger that the vacation will be "too long" or that idle hands will turn to mischief.

From an educational point of view, this freedom to indulge in creative work, spontaneously chosen, is needed to offset any inertia that may have resulted from the winter's curriculum. For in spite of the progressive tendency to minimize routine by happier and more individual methods, there is still a certain amount of monotony in the average school room.

In such an atmosphere it is difficult to retain the young child's initial quick responses and his absorption in the affair of the moment. Yet these attitudes are fundamental to mental and emotional growth and must be carried into maturity if the child in later life is to find adequate expression for his own creative powers, and adapt readily to the changes of an increasingly complex environment.

In planning summer activities, there is need of a definite educational aim. We must provide not only the opportunity but also the materials needed to keep the child occupied in a manner he really enjoys. Preferably, his interest should take him out of doors in the company of other boys and girls, but primarily, whether the plan consists of a work bench on the roof or a transcontinental trip, it must be carefully thought out with a child's development needs in mind.

Summertime should bring the child the thrill of new experiences where he can test and try out his own emotions. He should have the joy of choosing his own activities and carrying them through to completion, the satisfaction of skill in athletics, woodcraft and camp fire arts; and of competition with his peers. As a forerunner of citizenship he should feel the responsibility of membership in a community where the welfare of the whole depends upon the faithfulness of each individual.

To complete successfully the process of growing up the child needs to stand on his own feet beyond the reach of parental fears or disapproval. In a new environment, under the supervision of a competent leader he can safely begin this independent functioning.

Contacts with Nature

WE must find ways of taking children out of the houses and out of the cities, and let them learn to live on closer terms with the sky and water and woods, as well as with the plants and animals that furnish the foundation and background of human life. Communion with the sea and the mountains, with the stars and the trees makes for something of permanent value in the way of poise and perspective, and of a balanced view of our place in the universe.

The most hopeful and the most extensive effort to make possible for children a closer familiarity with natural phenomena is seen in the rapid development of summer camps, the formation of scout troups, campfire groups, pioneer youth, and similar organizations of young people with definite programs of activity that take cognizance of the outdoors and its inhabitants. These organizations have the advantages of increasingly skilful leadership, of well considered plans of work and gradation, of cooperation, of mass sanction and enthusiasm.

The schools are also attempting to meet the needs by means of more intelligent use of excursions, hikes, gardens, care of domestic animals, and of more liberalized as well as more scientific, if less formal, nature study. These aids on the part of the school are in some respects quite as necessary in rural communities as in urban ones, and are becoming increasingly available in both.

Vassar to Hold Institute of Euthenics

VASSAR College has just issued a bulletin announcing an "Institute of Euthenics" to be held from July 8 to August 7, 1926. Euthenics is described as "the science of efficient living; the study of the controllable environment and its adaptations for the improvement of the individual, and hence of the race, through increased efficiency, mental and physical."

Camp Problems and The Travel Year

(Based on the Minutes of a Child Study Group)

Sources:

A. E. Hamilton—"The Real Boy and the New School."

C. H. Henderson—"What Is It to Be Educated."

SUMMER activities should provide the child with opportunities for creative expression, freedom to carry his projects through to a successful completion and an environment that will inevitably bring about the adaptation of the individual personality to the demands of society.

Of the many ways of accomplishing this end, camping is at the present moment by far the most popular. Nevertheless, because of the rapid development of this movement, no adequate record has been made either of the underlying educational aims or the practical problems and technique involved.

The first problem is the selection of a suitable camp and the importance of a wise choice is heightened by the fact that the child will be absent from home influences day and night for many weeks at a time. A camp should be chosen where the educational aims and methods are suited to the personality and adjustment of the particular child in question. Age, family background and personality type are determining factors.

The fundamental justification of the summer camp lies in the fact that it gets children back to less complex ways of living. For this reason camp directors should not transfer a city program to the camp but should stress nature study and those activities tending to develop independence and an ability to meet the conditions of a less sheltered environment.

In contrasting gang activities with camp life, Mr. Hamilton brings out the value to the boy of expert instructors in swimming, shooting, drawing, music, etc. His boys are free to indulge in creative activities such as digging caves, tearing down walls, constructing shacks, building tree houses and log cabins.

The summer camp should guide the will, feeling, imagination and emotions of the child into creative channels made possible by out-of-door living. Freed from the incubus of moss-grown traditions and handed down curricula, the camp director has a unique opportunity to work out this newer phase of education.

The difficulty of running an individual unroutinized camp can best be met by a person who is an educator rather than an executive. Children should be handled in small groups and should be guided through their interest in the group project. Although they seem free, there must be a definite educational idea behind the children's activities.

In one camp, for instance, a group of younger children decided they wanted a Junior club house all their own. They found a place and planned with the carpenter how it should be built. The whole summer's work centered around that house. They made furniture, wove rugs, wrote a play for the opening, made costumes and entertained other groups in camp.

Camp routine should not be rigid or stringent. The child should be allowed to concentrate upon a chosen project and have time to carry through what he starts. With so many opportunities available for interesting activity, there is a tendency in some camps to overcrowd the day's program. The child is interrupted before his task is well started. So few things can be carried through from beginning to end that the natural tendency of the interested child to continue with the project of the moment is broken up instead of being fostered and built into habits of orderly association and well-sustained concentration. From interest in a self-chosen task a child may grow to the knowledge that frequently his welfare and that of his companions necessitates carrying through with a task both uninteresting and disagreeable.

Although certain rules that make for the safety of the individual must be obeyed, in modern camps authoritative direction is reduced to a minimum. It is desirable for the children to formulate their own rules of conduct, but they should not be the ones to impose punishments or enforce rules upon the members of their group. All such disciplinary measures should be carried out by adult directors. A system where a younger brother on the governing committee may impose penalty upon his older brother or vice versa is very bad practice.

In the matter of choice of penalties it is most important to fit the penalty to the offense. Depriving of privileges or pleasures must not be imposed if any other way can be devised. To deprive a child of an outing or from sharing a particular pleasure with the group is almost never a

fitting punishment, as the child loses so much more than he gains as a result of the deprivation, and the two factors involved are in themselves nearly always entirely unrelated.

Camp labor should not be given as a punishment and there should be no specific punishment for specific offenses, since children may often think that the thing they wish to do may be worth the punishment. Eliminating unnecessary rules will help materially in reducing offenses which may call for discipline.

The travel year is the subject of Mr. Henderson's book. When the family can afford it there is no better way for a boy to spend his 18th year than in making a journey around the world. Such a tour should not be a self-indulgent pastime but should be taken under expert leadership as a part of a careful educational scheme.

The first object of such an experience is to help the boy get over his provincialism and to destroy all contempt and unfriendliness for the rest of the world. To an open-eyed boy there is a challenge in this pageantry of human achievement. In the face of this immense activity he must inevitably ask himself, "What can I do?"

Can this liberating principle of the travel year be applied to those children whose parents cannot afford foreign travel? Mr. Henderson thinks it can. For the town boy a very obvious move would be a year in the country. It is well for a Southern boy to go North and the Northern boy to go West.

For the adventurous lad it is often possible to find a place on a surveying party or a berth with a decent captain starting on a long voyage, or a post on some upland ranch. The successful carrying out of this plan depends on two conditions: first, that the lad has developed spiritually and physically so that he can take care of himself under ordinary conditions and, second, the oversight of some trustworthy counsellor.

Discussion

In group discussion the question was raised, "Can a resourceful parent accomplish at home the same educational results that a good camp brings about?" Although much can be done at home there is no substitute for coöperative activity in a socialized group and under expert guidance. In most instances home life is so little dependent on group activity most things may be had by touching a button. In camp, problems are solved in their proper setting.

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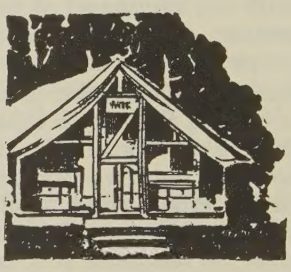

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Discussion brought out the fact that packs are not thought to be good for girls. The roll crossing over the breasts interfered with their normal maturing. No adequate substitute for this type of pack has been found.

Special mention was made of the subject of "crushes." Friendship is a relationship that furthers the very finest development of the two persons involved. The crush is usually due to a very definite need in the life of the particular child. An understanding leader can give the child an insight into its perfectly natural emotional needs and show that the relationship expressed in a crush is childish and inadequate. The girl should understand that anything which makes her friendships undesirably conspicuous is detrimental both to herself and her companion.

If a child has a so-called crush on a counsellor, the person involved should tactfully transfer the child's eagerness to perform personal services for the leader into a desire to work for the group.

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Boys and Girls Together

(*Continued from page 6*)

and their association in joint enterprises leads to a less conscious sex attitude.

In building a program, flexibility and freedom of choice are stressed. This permits each child to choose those activities most natural to him and eliminates any possibility of forcing the boys and girls to mingle. Both boys and girls are participants in practically all camp activities, with the interesting result that some of the best athletes are found to be girls and some of the best artists and actors are boys.

The children live in camp as a large family in a natural, normal way. They eat in one dining room and have joint camp fires. All equipment, play space, trips, hikes and games are available to both girls and boys alike and they share these or not as they wish. Living quarters however are separated. There are no rituals or ceremonials nor is there any attempt to stimulate activity through prizes. In spite of such evident lack of artificiality—a condition naturally arising where flexibility is the underlying principle—there is no dearth of interest and no idleness. The spirit of adventure prevails and the incentive for creative work has full play.

At first, there is a little antagonism between the boys and girls but it does not last beyond the first few weeks. For a short while the boys and girls may object to eating together in the same dining room, or the feeling may be manifest by the fact that the boys and girls vote as a group in camp meetings. Any attitude of this sort quickly wears off as the children grow to know each other better and forget their differences.

In the first summer, a small number of the older boys and girls developed distinct friendships and displayed a tendency to hide the fact. In such cases, much depends upon the attitude of the camp staff. It is necessary to be watchful without showing evidence of it. In this instance, evening gatherings for the older children were encouraged where they danced, sang, played games and had refreshments that they themselves prepared. The original tendency toward secrecy soon disappeared and they developed fine, normal friendships.

Such camping experiences are helpful in developing the children's health, their personality and character, an independent spirit and the ability to assume responsibility.

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BOOK REVIEWS

Discussions of Parenthood

"Concerning Parents." A symposium on present day parenthood. New Republic, Inc., 1926. 278 pp. $1.00.

READERS of "Child Study" will undoubtedly welcome this little volume, "Concerning Parents," which brings to them at such small cost and in such well-ordered form, the material presented at the Conference on Modern Parenthood held last autumn under the auspices of the Child Study Association of America.

The reason for the publication of this book may best be quoted from the introduction.

"Both in the extent and the intensity of the interest it aroused and in the constructive contributions it evoked, the Conference achieved a success beyond the expectation of those who planned it, and it was felt that in the interest of all those who were seeking to make their parenthood more intelligent, the contributions should have a wide publication."

The book—as was also the Conference—is divided into six parts, each containing contributions from eminent scientists, educators and leaders, bearing on the particular topic of the section, and presenting its problems and implications from various angles.

It is almost startling to be reminded by such eminent authorities as Dr. Beatrice Hinkle, Professor Elton Mayo, Dr. Ernest Groves, Dr. Frankwood Williams and others equally well known, how wide spreading are the implications of present-day parenthood, and how far we have traveled since the days when the highest aim of the most conscientious parent was to train a well-behaved, well-informed, obedient child.

From some of the chapter headings themselves we may realize all that is involved in such a discussion of modern parental education. "New Relations of Men and Women as Family Members," "The Family as Coordinator of Community Forces"—these and other chapters show that modern parents must consider not only the child, but their own actions and reactions, the family as a whole, and the interrelations of the family with the outside world. The suggestive chapter on "Getting Away from the Family" carries with it the implication that even the most satisfactory family is apt to keep the adolescent in psychological bondage. "The Individual in the Group" boldly challenges over-standardization, not only in the education of youth, but in styles, thought, morals and attitudes in general.

School and home, work and recreation, teacher and parent, religion and sociology, freedom and restraint, all are discussed, and the result is a book that cannot help but be stimulating to those who are considering thoughtfully the parent-child relationship.

E. M. O.

Choosing the Right Books

"Children's Reading—A Guide for Parents and Teachers." By Lewis M. Terman, Ph.D., and Margaret Lima, M.A. D. Appleton & Co., 1926. $2.00. 363 pages.

"CHILDREN'S READING" is intended as a guide by which the parent or teacher can lead the child toward a true appreciation of civilized man's heritage of good literature.

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interests of about two thousand children, made by the Department of Education at Stanford University. Three main sources were drawn upon for information, the home, the school and the children themselves, and the results of the study were supplemented by the experiences of others in juvenile bookshops and libraries.

The first part of the volume discusses old and new views on children's literature, the likes and dislikes of children themselves, and how their reading interests may be developed and guided. The authors make valuable suggestions as to the general character, scope and aims of desirable literature for children, but point out that in selecting such literature all kinds of individual variations must be borne in mind. Although certain few books may appeal to nearly all children, in most cases they must be chosen with careful regard, not only to age and sex, but also to emotional endowment, mental ability, physical development, and individual differences of taste and aptitude.

The second part of the book—the final result of the observations, the conclusions drawn therefrom—consist of classified lists of books for children of all ages. The authors state that in deciding what books should be included they were partly, but by no means, entirely, guided by the reading records kept by the children themselves. They consider the list to be "not so much a list of what children do read, as it is a list of worthwhile books that children would read if they were given the opportunity to do so."

The list is long, and covers a wide range, and parents and teachers should be able to choose from it books for any child, of whatever age, training, experience or capacity.

Only praise can be given for the excellent arrangement of the list. In the main list the books are grouped under subject-headings—poetry, general fiction, fairy-tales, fables, art, science, and so on; and with each title is given a descriptive paragraph, and a suggestion as to the age-range for which the book is most suitable and appealing. The best books in each group are starred, and in an appendix is given a much shorter list of selected books in order of the age at which they may be added to the child's library. An index of authors is also given, and another of titles, so that the suitability of a book can be investigated with the minimum of trouble.

The length and wide range of the list allow for almost every individual preference and tendency, and the unusual proportion of books on scientific and technical subjects raises the standard above many former lists containing little but fiction.

Altogether "Children's Reading" is certain to be welcomed by all who supervise youthful reading, or who wish their children to grow up to a real appreciation of the best in the world of books. E. M. O.

Suggested Readings in Recent Magazines

A Form of Psychogenic Tiredness, by K. M. Banham Bridges. Mental Hygiene, January, 1926.

An interesting analysis of different types of fatigue producing persons with constructive suggestions of how to remove the disabilities causing fatigue in others.

The Importance of Play Education, by Wallace Greene Arnold. School and Home, March, 1926.

This article concentrates on the value of the team game as an educational force.

Back Yard Play Equipment. Child Welfare Magazine, April 1926. (Dept. conducted by Playground and Recreation Association of America).

A number of practical suggestions are offered to make the "Back Yard" a constructive play center.

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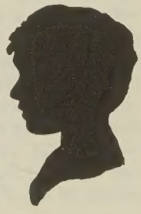
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